



# **Report of the Joint Task Force on Workforce Development Partnerships**

**Pima County One Stop Centers  
and  
Pima Community College**

Prepared Exclusively for:

Art Eckstrom, Director - Pima County Community Services  
and  
Dr. Roy Flores, Chancellor - Pima Community College

**June 2004**



# Executive Summary

In April 2004, a joint task force was convened between Pima Community College and the Pima County One Stop Career Center organization regarding their partnership in workforce development. Tasks were developed collaboratively to: 1) expand targeted program elements; 2) increase awareness and communication; and 3) enhance accountability.

## Tasks and Outcomes

### 1. Establish LULAC Scholarships.

**Outcome:** A plan for creating the LULAC scholarships was established. LULAC initiated the process by granting monies for six scholarships.

### 2. Establish a public relations plan for the partnership.

**Outcome:** A public relations plan was jointly created to increase visibility to potential students, business partners and the general public.

### 3. Enhance communications between the College, its campuses and the One Stop Centers.

**Outcome:** Campus and One Stop Center contacts were identified, with an orientation workshop and periodic update meetings beginning in the Fall.

### 4. Establish a process to increase retention of County-referred students.

**Outcome:** A plan was developed to provide better tracking and reporting mechanisms for One Stop students within PCC; enhance on-going case management; utilize PCC assessments as a pre-test for One Stop students; better align student development 100 level courses to One Stop student needs; increase academic support and monitoring for One Stop students; and insure that One Stop information is available to all PCC advisors.

### 5. Establish a plan for job search and placement of students.

**Outcome:** A process for stronger collaboration between One Stop Center job developers and PCC career centers was established; and better informational linkage was established for One Stop career counselors on available financial aid and work study opportunities.

### 6. Develop a joint plan for more effective leverage of procurement and use of grants from federal, state and private sources for One Stop/ College Workforce collaborations.

**Outcome:** Stronger communication links between One Stop Centers and PCC grants representatives will be established to increase cross-listing of grant alerts, with designated individuals to review, recommend and lead joint grant submissions.

### 7. Establish a joint process for labor market research.

**Outcome:** One Stop Center and PCC staff will cross-list labor market information; develop an annual list of “in-demand” occupations in Pima County; arrange for periodic labor market and environmental scans; and establish forums on industry trends by industry and economic development cluster leaders.

### 8. Establish a process for the listing/unlisting of certificate and degree programs on the Eligible Training Provider List (ETPL) on the Arizona Heat website.

**Outcome:** Beginning in June, the One Stop Center and PCC will cross-list ETPL alerts, followed by timely discussion and response. Individuals were designated to communicate on listing/unlisting of programs and tracking of mutual students/clients in those programs.

### Participants in the task force were:

Jana Kooi, Art Eckstrom, Hank Atha, Johnson Bia, Harry Muir, Susie Elliott, Shelley Fortin, Celina Somoza, Arnold Palacios, Jim Mize, Greg Hart, Jim Johnson, Krista Neis, Charles Casey, Dave Irwin, Rosemary Schultz, Rosemary Cora-Cruz, Murney Brown, and Dorothee Harmon.

# Task Group Reports

## Task #1:

Establish LULAC Scholarships for Pima County One Stop students.

### Action 1.

One Stop management will define selection criteria to determine recipients for this scholarship.

**Outcome:** Accomplished - Arnold Palacios (Program Director, Kino Service Center and Celina Somoza (Program Director, Rio Nuevo) defined criteria for awarding these scholarships (attached).

### Action 2.

Pima Community College will integrate the defined criteria, into the process for awarding scholarships.

Action sub task - Identify key point people

**Outcome:** Shelley Fortin (Dean of Student Development, DV Campus) and Cheryl House (Executive Director, PCC Foundation) will include the LULAC/One Stop Scholarship in the general Foundation scholarship process. Scholarship committee members comprised of PCC staff and One Stop Center staff will be made aware of the selection criteria prior to the next reading of scholarship applications.

### Action 3.

A marketing plan will be developed to ensure that all eligible students are informed about availability of the LULAC/One Stop scholarship.

**Outcome:** Shelley Fortin, Cheryl House, Rosemary Cora Cruz (One Stop Career Counselor Manager), the PCC liaison, and the Deans of Student Development will work with One Stop career counselors to insure that Foundation Scholarship applications are made available to students. Forms and information will be distributed to the One Stop Centers.

The LULAC scholarship has been established for six students.

## Task #2:

Establish a high visibility public relations plan for the PCC, Pima County One Stop Center Partnership

### Action 1:

The One Stop Center will appoint a public relations designee to work with the college on public relations coordination.

**Outcome:** Dorothee Harmon (Executive Asst. to Art Eckstrom - Director, Employment and Training, Pima County) has been named as the designee. Reporting to Dorothee as leads are Arnold Palacios, Celina Somoza, and Charles Casey (Administrative Manager- Employment and Training).

### Action 2:

Develop a detailed public relations plan to increase awareness of partnership programs among targeted audiences: potential students, potential business partners, current business partners, taxpayers and the general public.

**Outcome:** A subcommittee of Krista Neis (PCC Manager of Public Relations), Jim Mize (Pima County consultant), Susie Elliott (One Stop Program Coordinator) and Dave Irwin (Executive Assistant to President Jana Kooi) developed the following PR plan with designated responsibilities and timelines. \*Leads in the PR plan for the One Stop Centers are Arnold Palacios and Celina Somoza.

# Public Relations Tasks

## Collaborative Public Relations Tasks - Pima Community College & Pima County One Stop Centers

Month	Activity	Audience	Media	Leads
May-04	Pitch stories on successful program graduates	Prospective Students, General Public, Prospective Business Partners	Newspaper, college media, TV	Krista Neis, One Stop Leads
June-04	Draft article for Connections magazine	Prospective Students	n/a	Dave Irwin, One Stop Leads
July-04	Article in Chancellor's Report on Partnership	General Public; Prospective Business Partners	Email list	Dave Irwin, One Stop Leads
	Produce segment for cable news magazine	Prospective Students; General Public, Prostective Business Partners	Cable TV	Krista Neis, One Stop Leads
August-04	Build PCC/Pima County website	Prospective Students, General Public, Prospective Business Partners	Internet	Dave Irwin, Sean Mendoza, One Stop Leads
	Pitch articles on business partners success with program	Prospective Business Partners; General Public	Newspaper, college media, TV	Krista Neis, One Stop Leads
	Connections distributed	Prospective Students	Direct mail	Krista Neis
	Presentation to WIB	Prospective Business Partners	Event	One Stop Leads Dave Irwin
September-04	Set-up speakers bureau participation	General Public; Prospective Prospective Business Partners	Event	One Stop Leads, Krista Neis
	Continue business success pitches	Prospective Business Partners;	Newspaper, college media, TV	One Stop Leads, Krista Neis
	Quarterly assessment	n/a	n/a	all
October-04	Student presentations at Best of Pima	Prospective Students; General General Public, Prospective Business Partners	Event	Krista Neis, One Stop Leads
	Continue business success pitches	Prospective Business Partners; General Public	Newspaper college media, TV	Krista Neis One Stop Leads
November-04	Awards presented to outstanding business partners	Current and Prospective Business Partners; General Public	Event Krista Neis	One Stop Leads,
December-04	Quarterly assessment	n/a	n/a	all

## Public Relations Tasks

Month	Activity	Audience	Media	Leads
January-05	Pitch articles on students succeeding in programs	General Public; Prospective Business Partners Prospective Students	Newspaper college media, TV	Krista Neis, One Stop Leads
	Article in Chancellor's Report on student success	General Public; Prospective Business Partners	Email list	Dave Irwin One Stop Leads
February-04	Continue student success pitches	Prospective Students, General Public,	Newspaper, college media, TV	Krista Neis, One stop Leads
	Produce segment on students access to program for cable news magazine	General Public; Prospective Students, Prospective Business Partners	Cable TV	Krista Neis, One Stop Leads
March-05	Continue student pitches	Prospective Students General Public; Prospective Business Partners	Newspaper college media, TV	Krista Neis, One Stop Leads
	Quarterly assessment	n/a	n/a	all
	Begin planning for next annual cycle	n/a	n/a	all
April-05	Booths at PCC Career Fair, LULAC conference	Prospective Students	Event	Krista Neis, One Stop Leads
	Article in PCC annual report	General Public	Print, direct mail, Email list	Dave Irwin, One Stop Leads
	Pitch stories about success of upcoming graduates	General Public, Prospective Students; Prospective Business Partners	Newspaper, college media, TV	Krista Neis, One Stop Leads
May-05	Recognition of students at graduation, Best of Pima	Prospective Students, General Public; Prospective Business Partners	Event	Krista Neis, One Stop Leads
	Continue pitching graduates' stories	General Public; Prospective Students, Prospective Business Partners	Newspaper, college media, TV	Krista Neis, One Stop Leads
	Article in Chancellor's Report	General Public; Prospective Business Partners	Email list Email list	Dave Irwin, One Stop Leads
June-05	Article for Connections	Prospective Students	n/a	Dave Irwin, One Stop Leads
	End-of-year assessment	n/a	n/a	all
	Finalize plan for FY 06.	n/a	n/a	all

# Task Group Reports

## Task #3:

Establish a strong, effective communication process between the College, individual campuses and the One Stop Centers.

### Action 1.

Identify the primary and secondary PCC Campus contacts for the One Stop.

**Outcome:** Dr. Harry Muir (Dean of Instruction, Downtown Campus) developed the following list of contacts:

Primary contacts for the One Stop Centers are Celina Somoza and Arnold Palacios. Secondary contacts are Frank Soltys (Asst. Program Manager, Rio Nuevo) and Eddie Saavedra (Asst. Program Manager, Kino Service Center).

### Action 2.

Conduct a meeting of primary PCC Campus contacts and the One Stop liaison and WIA staff. Share WIA information; identify any outstanding issues and possible resolutions. Develop action plan if appropriate.

**Outcome:** Dr. Harry Muir and Arnold Palacios and Celina Somoza will coordinate an August meeting, at which future meetings will be planned, in addition to the other tasks cited.

### Action 3.

Schedule regular meetings throughout the year between PCC Campus contacts and One Stop (may include other individuals from PCC or WIA agencies as appropriate).

**Outcome:** A schedule will be approved at the August meeting. Dr. Harry Muir, Arnold Palacios and Celina Somoza will coordinate the meeting agendas.

## Task #4:

Establish a joint process to address the drop out/wash out rate and increase retention rate of students from the County.

### Action 1.

Set up and implement a tracking and reporting mechanism for all One Stop Students.

**Outcome:** Dr. Ellen MacGregor (PCC Advanced Research Analyst), Jim Mize and Charles Casey will identify key individuals and establish a meeting among them by July 30. They will define better reporting methods from existing student data through both the College's Banner software/database and the One Stop Centers system.

### Action 2.

Develop stronger case management approaches to support student success.

**Outcome:** Pima County One Stop Career Counselors will be invited to meet with PCC Retention Specialists to discuss needs of developmental education students and the campus resources available to support them and discuss successful retention strategies.

Shelley Fortin, Geneva Escobedo (PCC Manager, Student Success Programs), Arnold Palacios, Celina Somoza, and Rosemary Cora Cruz (Manager, Career Counselors- One Stop Centers) will identify the career counselors and retention specialists and coordinate the initial meeting. Anne Vosberg (Division Dean of Student Support Services, Downtown Campus) will have a primary working relationship with this group.

### Action 3.

Utilize Pima Community College Assessment test as a pre-test for Pima County One Stop students.

**Outcome:** Pima College Adult Education submitted a proposal to provide assessment testing for One Stop students (See Appendix A). Additional administrative review of this proposal by the County is required.

## Task Group Reports

Using standardized test scores, Pima County One Stop staff can refer students to more appropriate remedial settings. A proposal for an example of one appropriate remedial setting is attached (See Appendix B). Several other ideas were also discussed, including the utilization of existing contracts with community agencies. Additionally, the One Stop and the College will work with Community and Faith Based Organizations (CBO/FBO) to prepare people for further education. Shelley Fortin and Regina Suitt (Advanced Program Coordinator, Workforce Programs) for Pima Community College and Arnold Palacios and Celina Somoza for the County will be responsible for facilitating decisions and subsequent implementation on this item. Geneva Escobedo will have a primary working relationship with this group.

### Action 4.

Customize Student Development 100 level courses to meet the developmental needs of students.

**Outcome:** Pima County One Stop staff will evaluate the needs of its clients and propose alternative schedule formats that might benefit all students that find themselves needing remediation. Until additional options are available, all students will continue to select STU 100 classes from the existing PCC schedule of classes.

### Action 5.

Build increased academic support and monitoring for Pima County One Stop students.

**Outcome:** One Stop Career Counselors and PCC Retention Specialists in their regular meetings will define ways to expand tutoring opportunities for students. (See Appendix B) PCC will develop relevant short-term prep courses, such as Math Skills for Work and Reading Skills for Work. Content area for courses will be tied to popular career field choices for all students. Regina Suitt and Jim Johnson (acting Dean of Instruction, Community Campus) for Pima Community College and Arnold Palacios, Celina Somoza and Charles Casey for the County will take the lead on facilitating these recommendations. See attached Appendix B drafted by Rosemarie Schulz (Dean of Instruction, Northeast Campus).

### Action 6.

Include information on Pima County One Stop services on the Pima Community College shared information network.

**Outcome:** Shelley Fortin and Dorothee Harmon will collect this information from Pima County One Stop staff and work with Sylvia Lee (Dean of Instruction, East Campus) to include it on the system's shared drive. This will provide all PCC advisors with complete, up-to-date information regarding One Stop services available to students; job leads, labor market information and support services.

## Task #5:

Establish a joint plan for Job Search and Placement for students.

### Action 1.

Create linkages between Pima Community College Career Centers and Pima County One Stop Job Developers.

**Outcome:** Pima County Job Developers will incorporate regular visits to each of the PCC Career Centers into their schedules. This collaboration will help One Stop Job Developers become more familiar with Career Awareness software available on campus. It will also help PCC Career Center staff to become more aware of job placement services and resources available through the One Stop. This collaboration ties in well with the Perkins occupational focus of the Retention Specialists, as well as the Perkins program placement accountability mandates for occupational programs. Deans of Student Development for Pima Community College and Jim Mize, Arnold Palacios and Celina Somoza for the County will take the lead on establishing this sub-group.

### Action 2.

Inform Pima County One Stop staff about positions available on Pima Community College campuses through financial aid or college work-study programs.

**Outcome:** Each campus will distribute lists of available positions to Eddie Saavedra of the One Stop Centers.

# Task Group Reports

## Task #6:

Establish more effective plan to leverage procurement and use of Department of Labor monies with Pima Community College and Pima County.

### Goal:

Leverage public and private funds to serve mutual students/clients.

### Action 1.

Identify key point people and secondary group.

**Outcome:** Key point people for this task are Dorothee Harmon (One Stop Centers) and Emily Ratley (PCC Procurement). Secondary individuals include Celina Somoza, One Stop Manager, Murney Brown, Kino Service Center, PCC grant representatives Theresa McCoy (District Office), Nichole Zarkower (Community Campus), Cristina Santamaria (Northwest Campus) Eileen Hammond (DV Campus) and Lizette Leon Davis (East Campus).

### Action 2.

Expand communication on leveraging opportunities.

**Outcome:** Dorothee Harmon and Emily Ratley will cross-list each other in dissemination of grant alerts. At the earliest opportunity following grant notice, they will contact each other when they find appropriate federal, state, or local grant or funding opportunities that appear to have a workforce focus or related components. They will also review the grant requirements; recommend the potential level of collaboration and which entity will serve as 'lead.' The "lead" partner will be responsible for grant submission, as well as providing feedback on the results. Beginning in July, the Secondary Group will hold quarterly joint meetings to provide updates and inputs.

## Task #7:

Establish a joint process for labor market research.

### Goal:

Leverage College and County resources to collect and report Labor Market Information.

### Action 1.

Identify key point people and secondary group.

**Outcome:** Key point people were identified as Murney Brown, One Stop Centers and Dr. Robert Teso (PCC project manager of institutional research). The secondary group included: Art Burrola; One Stop job developer reps; Dr. Johnson Bia (PCC Dean of Workforce and Business Development), and One Stop Center management reps.

### Action 2.

Expand communication and collaboration on labor market research.

**Outcome:** Murney Brown and Bob Teso will cross-list each other in dissemination of Labor Market Information (LMI). They will review LMI for certificates and degrees proposed to be listed/unlisted on the Eligible Training Provider List (ETPL) on the Arizona Heat website and provide information to the ETPL sub-committee of the Workforce Investment Board (WIB). They will provide Labor Market Information and provide a listing of "In-Demand" occupations for Pima County to PCC Retention Specialists and One Stop Career Counselors.



# Task Group Reports

## Task #8:

Establish a process for the listing/unlisting of certificate and degree programs on the Eligible Training Provider List (ETPL) on the Arizona Heat website.

### Goal:

Effective June 1, 2004, leverage College and County resources to collect and report information for input into ETPL decisions.

### Action 1.

Identify key point people and secondary group.

**Outcome:** Key point people were identified as Debra Burrue (Pima County and Carol Hutchinson (Advanced Program Coordinator, Workforce Program). The secondary group was identified as Rosemary Cora-Cruz (Rio Nuevo Center) the County ETPL Team and Dr. Ellen McGregor and the College ETPL Team.

### Action 2.

Expand communication and collaboration of the ETPL and the Arizona Heat website.

**Outcome:** Burrue and Hutchinson will cross-list each other in dissemination of ETPL alerts. At the earliest opportunity, they will contact each other when they find pertinent information to the ETPL process or listing of programs. They will review the ETPL information and submit recommendations to the appropriate ETPL Team, including listing/unlisting of programs, and tracking of mutual students/clients in programs.

Beginning in July, the secondary group will hold a joint meeting every quarter to provide updates and inputs.

## Appendix A

### Proposal to Provide One Stop Career Center Assessment Testing through Pima College Adult Education

#### Problem Statement

The PCC and WIA partnership is focused on getting people into the College so that they can prepare themselves for employment.

#### A Proposal

The WIA One Stop Centers will assess college readiness prior to enrolling their clients into the College, with the ASSET, if it can be made available to them. Students need to be prepared with tools and information in “pre-enrollment” formats that can serve as a foundation for their success once they are formally enrolled.

Those WIA clients with low or inadequate ASSET scores should be referred to a series of “pre-enrollment” classes and experiences that are directly tied to existing or future certificate programs within the College or other community resources. For example, a client with low ASSET scores wishing to pursue automotive repair, would be referred to a WIA-supported “pre-program” called, for sake of explanation, “Preparing for Success in the Automotive Repair Certificate Program.” Over a period of 6 to 12 weeks, the student would receive compressed and intensive instruction in math and reading essentials pertaining directly to automotive repair, along with additional information regarding college success. Successful completion of the “pre-program” will be required before the student can move on to WIA-sponsored enrollment in the College.

## Appendix B

### Proposal for mandatory tutoring in conjunction with developmental classes

Submitted by Rosemarie Schulz

**Dean of Instruction, Northwest Campus**

Students registered for developmental education courses will be required to spend one hour per week in tutoring labs. Tutors will work in conjunction with the assigned instructors to help supplement the learning process with students on a one-on-one basis or in small groups (5-1 ratio of students to tutor). Students will benefit from the additional one hour of contact time with tutors by working on homework assignments, and having the opportunity to review, discuss and ask questions about material covered in the classroom. By requiring students to spend an additional hour outside of the classroom on subject matter with their peers and a tutor, students will have additional hands on experience with the curriculum in an environment that fosters student learning. Such tutoring will also provide a means to answer students’ questions as they arise, rather than students reviewing material outside of class and waiting until the next class period to ask their questions. This requirement should be incorporated into the syllabus, and instructors could require tutoring as an assignment or project. Curriculum could also look at the required contact hours and incorporate the tutoring as lab time. *(An example of a program which requires tutoring in conjunction with the classroom can be found at the Community College of Denver.)* A creative use of the tutoring time could also be to incorporate students’ multiple disciplines and focus on a single mission. In other words, perhaps a student is in a developmental reading class and has a reading assignment due in an automotive class. The student could bring in their automotive article or textbook and work with the tutor on reading the material for comprehension. In this manner, the student is receiving the needed assistance with improving their reading skills and also completing an assignment for one of their classes.

Tutors will work with instructors to be aware of the material being discussed in the classrooms. Such collaboration will allow the tutors and instructors to maximize their effectiveness with incoming students. Tutors will provide feedback to the instructors regarding the students' attendance and progress during the tutoring sessions. (Please see attached forms used by tutors.) Instructors will also be able to contact tutors to request that the tutors work on specific material with incoming students or to reiterate if a student needs additional clarification with a specific topic. Such feedback is important for both the instructors and tutors. Students will benefit by having instructors improve their method of teaching and communication (i.e. if several students are struggling with the same concept, perhaps the teacher needs to clarify the concept or review the material to ensure understanding is achieved by the students.) Students will also benefit by having tutors who are aware of their level of proficiency and understand where the student needs help in order to be successful. Tutors communicating with instructors will allow tutors to focus on important concepts emphasized by the instructors rather than emphasizing ideas and concepts that are not crucial to the students' success.

There can be several different methods of tutor delivery available to the students. There could be set days and times in which students would be permitted to walk-in without an appointment to work with tutors, which would be the most convenient delivery method for students and their schedules; however, it is also the likeliest method for students to not participate in and procrastinate attending. Another strategy would be to break the students into groups and require that the students' meet with an assigned tutor each week—perhaps determining groups based on the needs of the students and their strengths and weaknesses. One could also determine groups based on personalities with the tutors. One would want the tutors' strategies and personalities to help foster learning with the students and to create an environment in which the students would want to attend. If groups do not fulfill the needs for the students, then individual appointments would be an alternative; however, this would mean that there would need to be more tutors available to assist the numerous students on a one-on-one basis. It may be that a combination of the delivery methods would fulfill the various needs of the students.